



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2023; SP4: 44-47

Aparana Bhardwaj
Assistant Professor,
Department of Education,
CPSM College of Education,
Gurugram, Haryana, India

(Special Issue)
**“National Conference on
Multidisciplinary research for sustainable development”**

A study of different aggressive behaviours among high school students of Una (H.P)

Aparana Bhardwaj

Abstract

The present study identified the different aggressive behaviours among high school students of Una city and also tries to compare such behaviours between boys and girls. The study was delimited to the class IX and X students. Stratified Sample was done by the researcher. The Data was collected from 500 students from four randomly selected schools, but it was found complete only for 374 students. The major findings of the study, on comparing the mean (boys: 136.9; girls: 124.26) of both the groups, concluded that boys are more aggressive than girls and boys are more likely to show physical aggression, verbal aggression, and cyber aggression in comparison to girls. T-Ratio (4.874) for both groups on comparison shows that there exists no significant difference of aggressive behavior manifested by male and female students.

Keywords: Aggression, behavior, verbal aggression, non-verbal aggression, cyber aggression, impulsive aggression

Introduction

Aggression is a behavioral act that results in hurting or harming another person, an animal, or damaging any property. Berkowitz (1981) ^[17] defined aggression as a behavior that is directed towards the goal of harming another living being. Aggression is just one of the several known categories of conduct problems. There is great concern about the incidence of aggressive behavior among adolescents. Aggression in teens is one of the most distressing issues in the present generation. According to the Oxford Dictionary (2004), aggression is an unprovoked attack or an assault, or the practice of making an attack on a person. The Oxford Dictionary of Psychology (2001) defines aggression as a behavior whose primary or sole purpose or function is to injure another person or organism, whether physically or psychologically.

Aggressive behavior in teens can include a wide range of behaviors. The behavioral disorders related to aggression are divided into two main groups: Verbal and physical aggression. Verbal aggression includes acts like using insulting language, displaying anger, threatening, swearing, and being sarcastic, all in order to cause emotional or psychological pain. On the other hand, physical aggression aims to cause bodily damage and includes bullying, destructive behavior, vandalism, gangsterism, and fighting.

According to Cavell (2000) ^[4], aggression can be defined as a class of behaviors that have in common an intrusive, demanding, and aversive effect on others.

According to Nelson (2006) ^[7], whenever there is a conflict of interests between individuals, there is a chance for aggressive behavior to be observed.

In definitions commonly used in the social sciences and behavioral sciences, *aggression* is a response by an individual that delivers something unpleasant to another person. Some definitions include the requirement that the individual must intend to harm another person. Predatory or defensive behavior between members of different species may not be considered aggression in the same sense.

Correspondence
Aparana Bhardwaj
Assistant Professor,
Department of Education,
CPSM College of Education,
Gurugram, Haryana, India

Thus, aggression might be best viewed as a continuum in which any behavior can contain varying amounts of aggressiveness. Behavior with no hostile intention toward, but which nevertheless does injure another, would anchor one end of this dimension, while behavior solely designed to kill or permanently injure another would anchor the opposite end.

Common aggressive behaviors often seen among the teenagers in school

1. Anger.
2. Impulsive aggression.
3. Physical aggression.
4. Verbal aggression.
5. Aggression against property.
6. Self-harming aggression.
7. Cyber aggression.

The present study focuses on the identification of different aggressive behaviors shown by children in the classroom and identifies gender differences in the display of aggression. There is mounting evidence that school, family, and societal environments can contribute to the socialization and promotion of childhood aggressive behavior problems. Hence, it becomes very important to identify and understand the frequency and intensity of aggression seen in schools, focusing more on the secondary level, as several studies have indicated that early aggressive behavior has a higher chance of developing into later problem behaviors. Hence, this study intends to shed light on the prevalence of aggressive behavior and its progression in grades 9 and 10.

Statement of the problem

A Study of Different Aggressive Behaviors among High School Students of Una (H.P.).

Delimitations

1. This study is limited to only the high school students of Una City.
2. The scope of the study is limited to the study of prevalence and differences only.

Objectives

1. To study different types of aggressive behaviors among high school students.
2. To compare the gender differences in aggressive behaviors in high school students.

Hypotheses

1. There is no significant difference in the aggressive behavior manifested by male and female students.

Review of literature

Aggression among students is a challengeable issue for researchers in these days, as it affects families, societies as well as nations too. Researchers have conducted many studies and highlighted various aspects of aggressive behavior among students. Researchers also found that

responsively aggressive children are significantly more anxious than non-aggressive children. Veiskarami *et al.*, Akhtar & Kushwaha found that boys scored higher than girls in respect to aggression. Talukdar & Deka also found that the male adolescents are significantly aggressive than female. Simultaneously Sheikh *et al.* reported that boys have high level of physical, direct as well as indirect aggression than girls. Datta & Firdoush revealed that 66.5% children have physical aggressive tendency while as 56.8% have verbal aggressive tendencies. Findings also revealed that students of private institutions are more aggressive than students of government institutions. Some of the research studies that highlighted on aggression and its various aspects are as follow.

Rita C Ramos (2013) ^[18] conducted a study on determinants of Aggression among Young Adolescents. There were 142 high school students from two different national high schools. Convenience sampling was used in this study. The findings of the study suggested that high level of community violence and having low parental support for non-aggressive behavior contribute to the prediction of aggression.

Dr. Smritikana (2013) ^[19] concluded that boys are more aggressive than girls on the basis of results of his comparative study on aggression in boys with girls. A group of 100 adolescents (50 boys & 50 girls), aged 14-16 years was selected. The data was collected using Aggression Scale by Mathur and Bhatnagar (2004) ^[20]. To test the hypothesis 'T' Test was calculated and the result showed that there was a significant differences between boys and girls on aggression ($T = 2.21, p < 0.05$).

Patil (2016) ^[8] conducted a study that aimed to assess the aggression and frustration level among rural and urban secondary school students of Karnataka state. The major findings of the study revealed that: rural students (Mean = 52.10) have more aggression than urban students (Mean = 47.89) of secondary school. On frustration variable rural students (Mean = 50.05) have more frustration than urban students (Mean = 49.94) of secondary school, but they is no significant difference between both the group.

Mohammad Ami N Wani, R Sankar, R Raghavi and B Chinmaya (2017) ^[6] conducted a study which intends to elucidate the level of aggression among university students in Tamil Nadu. On the basis of results they concluded that there is significant gender difference in aggression and aggressive behavior.

The reviewed studies show that aggressive behavior is highly prevalent in young children and adolescents in schools.

Method of Research

The descriptive survey method was used to conduct the study. The focus of the study was to survey the different aggressive behaviors among high school students and to compare such behaviors in boys and girls.

Sampling

Random Sampling Technique was used for the selection of school from Una. Whereas for the selection of students

stratified sampling technique was used for the purpose of identification of different types of Aggressions among the high school students of Una.

Tool

Different Aggressive Behaviors questionnaire was developed by the researcher herself to identify the different aggressive behaviors among the students of 9th and 10th class of the selected schools.

The tool was the developed after studying following tools:

- Aggression Questionnaire: Buss & Perry (1992) [3].
- Modified Overt Aggression Scale (MOAS): Mental Health Care Guide for Primary Care Clinicians-Aggression.
- The Maudsley Violence Questionnaire: Julian S. Walker (2005) [21].

In the final draft of the tool, there were 54 items which were further distributed among the 7 different dimensions of the aggressive behavior and each dimension includes few characteristics that represent the respective dimension and the tool was developed using 5 points scale.

Scoring

In the tool, all the 54 items are categorized as positive items and negative items. Former one supports the balanced behavior and the later one indicated the aggressive behavior. Minimum marks for the test = 54 (1*54). Maximum marks for the test = 270 (5*54). According to the scores obtained by the students they were classified into four categories

Table 1: Classification table

Marks obtained	Aggression level
54-108	Even tempered
109-162	Mildly Aggressive
163-216	Moderately Aggressive
217-270	Highly Aggressive

Statistical techniques

Table 2: Comparisons between the scores of aggression among the different groups

Groups	Sample	N	Mean	Standard deviation	SEM	SED	T-Ratio
Boys v/s Girls	Boys	181	136.912	25.358	1.89	2.60	4.874
	Girls	193	124.26	24.75	1.78		

From the above Table 2, it was concluded that there exists a statistical significance between the scores of boys and girls. On comparing the means of both groups, it was concluded that boys are more aggressive than girls, and boys are more likely to show physical aggression, verbal aggression, and cyber aggression as compared to girls.

So, the hypotheses: "There is no significant difference of aggressive behavior manifested by male and female students" has been rejected.

Educational Implications

- To create awareness among parents on the importance of curtailing problem behaviors at an early age in children through workshops and training programs.

Following statistical techniques were employed to analyze the data:

- Descriptive analysis techniques like means, standard deviations, skewness and kurtosis were employed to study the general nature of the sample employed.
- Elementary statistics like mean and standard deviations were employed to know the nature of the data and to find out the significant difference between the mean scores of all the variables.
- T-Ratios were obtained to study the difference between scores on more aggressive and less aggressive students.

Results and findings

On the basis of data analyses following findings are drawn

1. Finding related to objective number 1 are enlisted below: In total, there are only 11% of students who were identified as aggressive, out of which 36% were identified with anger and impulsive aggression each, 27% with physical aggression, 23% with cyber aggression, 15% with aggression against aggression, 14% with verbal aggression, and 10% with self-harming aggression.

2. Finding related to objective number 2 are enlisted below: The present study shows that out of 181 boys, 15% were identified as aggressive and out of 193 girls, 8% were identified as aggressive whereas for the different dimensions of aggression the result shows that.

- 39% and 33% of boys and girls were identified with Anger, respectively.
- 44% and 48% of boys and girls were identified with impulsive aggression, respectively.
- 33% of boys and 21% of girls were identified with physical aggression.
- 18% of boys and 11% of girls were identified with verbal aggression.
- 16% of boys and 15% of girls were identified with aggression against property.
- 12% of boys and 9% of girls were identified with self-harming aggression.
- 48% of boys and 17% of girls were identified with cyber aggression.

- To develop appropriate techniques to identify and recognize aggressive behaviors in early childhood in schools.
- To sensitize teachers on the identification and handling of children with aggressive behaviors.
- To inculcate parent training sessions in schools on the awareness of problem behavior in children and parent role in behavior modification, role of supervision, on a regular basis as a part of school activity.
- An intervention model could be developed as the next step to help parents and teachers to sharpen their supervisory skills by helping them to inculcate certain approaches which can bridge the gap between parenting, teaching, supervision and involvement.

References

1. Akhtar J, Kushwaha AKS. Gender differences in aggressive behavior of adolescents. *Indian J Applied Res.* 2015;5(1):525-527.
2. Barbuto I. Teens have responsibility to influence change, Poughkeepsie Journal part of the USA Today Network. Retrieved from: 2015 Feb 06. <http://www.poughkeepsiejournal.com/story/life/2015/02/06/verge-teenages-isabella-barbuto-teens-change/22977543/> on 27 January 2018.
3. Buss AH, Perry M. The aggression questionnaire. *J Pers Soc Psychol.* 1992;63(3):452-459.
4. Cavell. T. Working with parents of Aggressive Children: A Practitioner's Guide. Washington DC, American Psychological Association; c2000, p. 8
5. Datta PP, Firdoush KA. Association of aggression with socio-demographic characteristics: A cross sectional study among rural adolescents. *National Journal of Medical Research.* 2013;2(4):442-447.
6. Mohammad Ami N, Wani MAN, Sankar R, Raghavi R, Chinmaya B. Aggression among Annamalai University Students. *Global Journal of Intellectual and Developmental Disabilities.* 2017;1(3):01-04. Retrieved from <https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555562.pdf> on 06/08/2017.
7. Nelson RJ. *Biology of aggression.* New York. Oxford University Press; c2006. Retrieved from: <http://www.questia.com/read/119479615/biology-of-aggression>
8. Patil M. Aggression and frustration among rural and urban secondary school students. *The International Journal of Indian Psychology.* 2016;3(4):12-20. Retrieved from: <http://www.ijip.in/Archive/v3i4/18.01.078.20160304.pdf> on 06/08/2017.
9. Sisco B. *Anger: How to handle it during recovery.* Minneapolis: Johnson Institute; c1991.
10. Smith PK, Mahdavi J, Carvalho M, Fisher S, Russell S, Tippett N. Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry.* 2008;49(4):376-385.
11. Talukdar RR, Deka RS. A study on aggression level among adolescents. *International Journal of Social Science and Humanities Research.* 2014;2(4):91-94.
12. Vanfossen B, Brown CH, Kellam S, Skoloff N, Doering S. Neighborhood context and the development of aggression in boys and girls. *Journal of Community Psychology.* 2010;38(3):329-349.
13. *Violence in Schools: What is going on?* Retrieved from <http://sites.psu.edu/aspsy/2017/03/26/violence-in-schools-what-is-going-on/>.
14. Vitaro F, Brendgen M, Tremblay RE. Reactively and proactively aggressive children: antecedent and subsequent characteristics. *J Child Psychol Psychiatry.* 2002;43(4):495-505.
15. Wikipedia. Aggression. Retrieved from <https://en.wikipedia.org/wiki/Aggression> on 19th March 2017.
16. Wikipedia. Vandalism. Retrieved from: <https://en.wikipedia.org/wiki/Vandalism> on 27 January 2018
17. Berkowitz L, Cochran ST, Embree MC. Physical pain and the goal of aversively stimulated aggression. *Journal of Personality and Social Psychology.* 1981 Apr;40(4):687.
18. Ramos RC. Determinants of aggression among young adolescents. *International Journal of Psychological and Behavioral Sciences.* 2013 Feb 28;7(2):442-6.
19. Debyani D, Smritikana M. Effect of Awareness Programme on Knowledge regarding Respectful Maternity Care (RMC) among Antenatal Women in a Selected Hospital of West Bengal. *Nursing Journal of India.* 2019;110(1):34-7.
20. Bhatnagar BN, Sharma CL, Gupta SN, Mathur MM, Reddy DC. Study on the anatomical dimensions of the human sigmoid colon. *Clinical Anatomy: The Official Journal of the American Association of Clinical Anatomists and the British Association of Clinical Anatomists.* 2004;17(3):236-43.
21. Walker JS. The Maudsley Violence Questionnaire: initial validation and reliability. *Personality and Individual Differences.* 2005 Jan 1;38(1):187-201.